

General Education Review Committee Agenda

12:30-1:30

April 20, 2012

ADM 204

I. Call to Order

Roll

() Vacant	UAB/COH	Social Sciences
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Kathryn Hollis-Buchanan	UAB	
() Vacant	UAB	
() Suzanne Forster	CAS	Humanities
() Len Smiley	CAS	Quantitative Skills
() Marcia Stratton	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Robert Capuozzo	COE	
() Sandra Pence	CTC/COH/Chair	
() Kyle Hampton	CBPP	Social Sciences
() Deborah Fox	Mat-Su	Written Communication
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair's Report – Sandra Pence

VI. Course Action Requests

Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 3-9)

VII. Old Business

A. General Education Assessment (pg. 10)

VIII. New Business

A. Review of GER Templates

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

April 13, 2012

ADM 204

I. Call to Order

Roll

() Vacant	UAB/COH	Social Sciences
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Kathryn Hollis-Buchanan	UAB	
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() Suzanne Forster	CAS	Humanities
() Len Smiley	CAS	Quantitative Skills
() Marcia Stratton	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Robert Capuozzo	COE	
() Sandra Pence	CTC/COH/Chair	
() Kyle Hampton	CBPP	Social Sciences
() Deborah Fox	Mat-Su	Written Communication
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-3)

Approved

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair's Report – Sandra Pence

*Sandra brought cookies to the board as a thank you for all of their hard work this semester
GERC By-laws were approved by Faculty Senate and are now being voted on by all faculty
Senator's main objection to the assessment process is the creation more administrative positions*

VI. Course Action Requests

Chg CIS A376 Management Information Systems (3 cr)(3+0)(pg. 4-9)

Unanimously approved

Chg CHEM A441 Principles of Biochemistry I (3 cr)(3+0)(pg. 10-16)

Unanimously approved

VII. Old Business

A. General Education Assessment (pg. 17-18)

Sandy suggested focusing on the task force and using a faculty fellow since faculty senators showed opposition to developing a new administrative unit

Sandy will revise the language, based on today's meeting, and bring it back to the board

VIII. New Business

A. Review of GER Templates

IX. Informational Items and Adjournment

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>John Mouracade</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

COURSE CONTENT GUIDE

I. Revision Date

Date of course revision: January 17, 2012

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A305

D. 1-3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts in Philosophy

F. Course Title: Professional Ethics

G. Grading Basis: A-F

H. Course Description: Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions. Special Note: Students registering for 1 credit must attend the first one third of the course. Students registering for 2 credits must attend the first two thirds of the course.

I. Prerequisites: ENGL A111 with a minimum grade of C.

J. Registration Restriction: none

K. Course Fee: No.

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide instruction in and historical background to central ethical theories.
- Provide meaningful connections between ethical theories and various professions.
- Provide techniques and methodologies for critical thinking about ethical dilemmas.

Student Outcomes. Students will both orally and in writing:

- Articulate the nature and historical development of the professions and how the professional-client relationship gives rise to asymmetry

- Explain the duties that professionals have towards their clients and society and why they have such duties
- Identify conflicts of interest and conflicts of obligation and understand how to evaluate such conflicts and their ethically appropriate resolutions
- Apply professional ethical theory to resolve controversies within the professions.

IV. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification

The course satisfies all the criteria for an upper division course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1).

VI. Topical Course Outline

- 1) Normative Ethical Theory
 - Virtue Theory, Utilitarianism, Deontology, Feminism
- 2) Professional Ethics
 - a) The Nature and Historical Development of the Professions
 - b) Models of the Agent-Principal Relationship
 - c) Professional Ethics vs. Ordinary Morality
 - d) The Normative Foundation of Professional Ethics
 - e) The Role of Codes of Ethics in the Professions
- 3) Ethics in the Workplace
 - a) Fair Treatment of Employees
 - b) Discrimination
 - c) Workplace Hazards and Safety
 - i) Cases and Controversies
- 4) Professional Ethics and Information Technology
 - a) Intellectual Property Rights
 - b) Freedom of Expression
 - c) Computer and Internet Crime
- 5) Beneficence and Non-maleficence
 - a) The Nature of the Duty
 - b) Standards of Care
 - c) Values, Safety and Risk Assessment
 - i) Cases and Controversies

- 6) Autonomy
 - a) The Nature of the Duty
 - b) Professional Paternalism
 - c) Veracity, Information and Consent
 - i) Cases and Controversies

- 7) Confidentiality
 - a) The Nature of the Duty
 - b) Client Privacy
 - c) Whistle Blowing
 - i) Cases and Controversies

- 8) Justice: Environmental Ethics
 - a) Anthropocentrism vs. Extensionism
 - b) Externalities
 - i) Cases and Controversies

- 9) Justice: International Professional Practice
 - a) Human Rights
 - i) Cases and Controversies

- 10) Multiculturalism
 - a) Applying the Duties in Multicultural Contexts
 - b) Conscientious Objection
 - i) Cases and Controversies

- 11) Conflicts of Duty

- 12) Resolving Conflicts Between Professional Duties
 - a) Cases and Controversies

- 13) Conflicts of Interest
 - a) Identifying and Resolving
 - i) Cases and Controversies

VII. Selected Textbooks

Cooper, D. *Ethics for Professionals in a Multicultural World*. Prentice Hall, Upper Saddle River, NJ, 2004.

Harris, C., Pritchard, M. and Rollins, M. *Engineering Ethics: Concepts and Cases*. Wadsworth, Belmont, CA, 2009.

VIII. Bibliography

Baase, S. *A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the*

- Internet*, 3rd edition. Prentice Hall, Upper Saddle River, NJ, 2008.
- Barger, R. *Computer Ethics: A Case-based Approach*. Cambridge University Press, New York, 2008.
- Callahan, J. (ed). *Ethical Issues in Professional Life*. Oxford University Press, New York, 1988.
- Cooper, D. *Ethics for Professionals in a Multicultural World*. Prentice Hall, Upper Saddle River, NJ, 2004.
- Freedman, B. "A Meta-Ethics for Professional Morality" *Ethics*, Vol. 89, No. 1. (Oct., 1978), pp. 1-19.
- Freedman, B. "What Really Makes Professional Morality Different: A Response to Martin" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 626-630.
- Gewirth, A. "Professional Ethics: The Separatist Thesis." *Ethics*, Vol. 96, No. 2. (Jan., 1986), pp. 282-300.
- Hardimon, M. "Role Obligations." *The Journal of Philosophy*, Vol. 91, No. 7. (Jul., 1994), pp. 333-363.
- Johnson, D. *Computer Ethics*, 4th edition. Prentice Hall, Upper Saddle River, NJ, 2009.
- Martin, M. "Rights and the Meta-Ethics of Professional Morality" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 619-625.
- Matin, M and Shinzinger, R. *Ethics in Engineering* 4th Edition. McGraw-Hill, New York, 2004.
- McJohn, S. *Intellectual Property: Examples & Explanations*, 3rd edition. Aspen Publishers, New York, 2008.
- Quinn, M. *Ethics for the Information Age*, 4th edition. Addison Wesley, Boston, MA, 2011.
- Reynolds, G. *Ethics in Information Technology*, 3th edition. Course Technology, Boston, MA, 2009.
- Spinello, R. *Case Studies in Information Technology Ethics*, 2nd edition. Prentice Hall, Upper Saddle River, NJ, 2002.

In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

MOTION: To recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release. This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may also serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. **The assessment plan should specify the mode of leadership** (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan **and also empower enforcement of the assessment process.** The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

Preferred qualifications for the position of Faculty Fellow include:

- Substantial/significant experience in General Education
- Substantial/significant experience in Institutional Accreditation
- Substantial/significant experience in Curriculum Development
- Substantial/significant experience in Assessment

General education assessment at UAA is challenging because of decentralized general education involving numerous disciplines/programs across all colleges. According to the 2011/2012 UAA Catalog, p. 18, a **center** serves to coordinate the participation of several academic disciplines or programs in a unified endeavor. **The GERC supports formation of a “Center for General Education” that would coordinate GER assessment participation between all stakeholders.**